

Spiritual, Moral, Social and Cultural Development and British Values

*At Rosebery we strive to inspire and support every member of our community to achieve **excellence** through a love of learning, and a desire to succeed. We challenge ourselves to continually improve and understand that **endeavour** and effort are central to meeting the highest of expectations. We are committed to creating a happy, purposeful and secure environment which provides the **opportunity** for all to develop and grow; to build confidence and self-belief; and to be enriched and stimulated so that we can all contribute significantly and positively to the Rosebery community and beyond.*

The values of: **Excellence Endeavour Opportunity** underpin the Rosebery Way, which all members of the school community are encouraged to follow:

1. All members of our community are shown the level of respect and kindness that we would expect for a member of our family.
2. High expectations are never set by creating a fear of failure; they are set by demonstrating belief in each other's ability to achieve.
3. Members of our community who do not meet our expectations are supported to help them to do so.
4. We never ask anyone to do anything that we would not be prepared to do ourselves.
5. We act with integrity by doing the right thing whether or not anyone is watching.

The Mission Statement and Rosebery Way reflect the core SMSC values, as outlined by the Department of Education. They are as defined as follows:

The **spiritual** development of students is shown by their:

- ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values
- sense of enjoyment and fascination in learning about themselves, others and the world around them
- use of imagination and creativity in their learning
- willingness to reflect on their experiences.

The **moral** development of students is shown by their:

- ability to recognise the difference between right and wrong, readily apply this understanding in their own lives and, in so doing, respect the civil and criminal law of England
- understanding of the consequences of their behaviour and actions
- interest in investigating and offering reasoned views about moral and ethical issues, and being able to understand and appreciate the viewpoints of others on these issues.

The **social** development of students is shown by their:

- use of a range of social skills in different contexts, including working and socialising with students from different religious, ethnic and socio-economic backgrounds
- willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
- acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; the students develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.
- Development of LGTBQ+ group to enable students to discuss issues relating to sexuality and gender.

The **cultural** development of students is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain
- knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- willingness to participate in and respond positively to artistic, sporting and cultural opportunities
- interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity, and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

At Rosebery **SMSC** and **British Values** are inextricably linked through the school's commitment to serving its community. We recognise the multi-cultural, multi-faith and ever-changing nature of the United Kingdom. We also understand the vital role we have in ensuring that groups or individuals within the school are not subjected to intimidation or radicalisation by those wishing to unduly, or illegally, influence them.

Rosebery follows equal opportunities guidance which seeks to guarantee that there will be no discrimination against any individual or group, regardless of faith, ethnicity, gender, sexuality, political or financial status, or similar. Moreover, Rosebery prepares its students for adult life, beyond the formal examined curriculum, preparing them for the diverse and dynamic community in which they will live and work. An understanding of British values is a critical part of this education.

The Government emphasises that schools are required to ensure that key 'British Values' are taught in all UK schools. The Government set out its definition of British values in the 2011 'Prevent Strategy' – values of:

- democracy
- the rule of law
- individual liberty
- mutual respect
- tolerance of those of different faiths and beliefs

Rosebery uses strategies within the National Curriculum and beyond to secure such outcomes for students. The examples that follow show some of the ways in which Rosebery seeks to embed British values.

Democracy

- Elections are held for important decisions within the school community, for example for the Junior Leadership Team and for the Head Girl, Form Captain and Sports Captain positions. This fosters the concept of freedom of speech and group action to address need and concerns.
- Students are able to vote to choose which charity their Year Group will support.
- The principle of democracy is explored in PSHE, History, Government and Politics, Law and Religious Studies curricula as well as in assemblies where commemoration of events, such as the ending of the First World War and presentations on the work of individuals such as Malala Yousafzai, develop an understanding of the vital importance of democracy in securing a civilised and fair society for all.

The rule of law

- Rights and responsibilities are emphasised through our Student Learning Charter and through work undertaken in PSHE and tutor time.
- In History students are taught the value, the derivation and the reasons behind the laws that govern and protect us and by studying events, such as the Holocaust, demonstrates the potential appalling consequences of the absence of the rule of law.

Individual liberty

- Students at Rosebery are encouraged to exercise their right to free speech by representing their views to their Student Voice, Year Council and Junior Leadership Team representatives.
- Tutor time and PDE sessions encourage students to know their rights, but also the responsibilities that come with those but staff also work hard to set clear boundaries so that students can make informed choices in a safe, secure and supportive environment. Rosebery has a clear Anti-bullying Policy and Behaviour for Learning Policy.

Mutual Respect

- Mutual respect is at the heart of The Rosebery Way, our statement of our values and ethos. We expect all members of the Rosebery community to treat each other with respect, consideration and integrity. Students learn through their interactions with staff, in assemblies and in tutor time that their behaviour has an impact on others.
- Students are encouraged to reach out to communities who are less fortunate than themselves and each year raise hundreds of pounds for projects around the world, demonstrating their respect for those who live in very different circumstances to ourselves.

Tolerance of those of different faiths and beliefs

- Tolerance is emphasised through our Student Learning Charter and the Rosebery Way.
- Students benefit from the opportunity to visit different communities around the country and the world and receive international visitors regularly, including those from other continents and cultures.

- Our assembly themes, the KS3 RE curriculum and the KS4 Enrichment Programme provides a broad and balanced education on a range of faiths, religions and cultures.
- We encourage students to understand their place within a culturally diverse society and above all to ensure that they leave Rosebery with a set of values which will ensure they continue to contribute positively to society as they enter adult life.

SMSC and British Values are embedded within the curriculum provision students receive and are outlined below:

Subject	Contribution to SMSC students can:	Examples from the curriculum:	
Art	<i>Develop an understanding of how art has been used to transmit moral messages and to recognise how images can have an influence on the way in which people feel and think. Develop their own creativity in a unique and personal way and also work collaboratively to produce a piece of art. Reflect on nature, their environment and surroundings.</i>	Year 7	Students examine pattern and symbolism from cultures from around the world, such as Aboriginal mapping, Maori ceramic decoration, and Egyptian Hieroglyphs. Students understand the significance of visual language and universal/personal symbols, applying these practices to a contemporary setting, an artefact that tells a story about themselves. Students explore different belief systems and different cultures through pattern- this gives students a better knowledge and understanding of the world around them and an introduction to a more diverse society. Students gain an understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
		Year 8	Students begin to examine the place of art in the wider world and specifically consider the role of public sculpture in communities, examining the relationship between designer and audience as they create their own piece of public art designed to reflect the ethos of the school or a chosen site within the school. Using their own ideas as a starting point, students develop a personal identity in the themes they explore and an individual liberty to form and express opinions about the world around them. A public art theme allows them to investigate their local and national geography and to consider the impact/ value of sculpture as a memorial or to tell a story about humanity. In Illustration and Storytelling, students are also encouraged to reflect on traditional narrative and the power of the story in our culture, especially for younger children. Students use a range of visual tools to devise their own versions of traditional stories, some writing their own moral tales from scratch. Research into Stories from across the world – examining moral codes – mutual respect, individual liberty and a respect for different belief systems by gaining a better understanding of these. Storytelling allows students to access and have a safe environment in order to discuss moral and ethical issues.
		Year 9	Students examine the figure in art – an opportunity to discuss and examine traditional and contemporary expectations of female physical beauty and power in European society. This allows students to further explore the role of artists and designers within global communities and also encourages students to consider gender in relation to art and design – to consider how the female form is represented in different cultures. In Life Events, Year 9 work on a sustained and highly personal project in which the theme or subject matter is drawn from their own life experiences. Inspiration is taken from artists such as Khalo, Taylor-

			<p>Wood, Emin, Saville and Kollowitz and students are encouraged to find their own visual arrangement and content in depicting and communicating complex scenarios or moments in time.</p> <p>This project enables students to learn about themselves and to begin to develop themes in relation to their own identity – they do this by exploring the lives and work of other artists. Their reflection on how other artists work and the key themes they explore enables students to further develop their understanding and respect for different cultures, religions and socio-economic backgrounds.</p>
		Year 10	<p>In Places and Spaces, students are encouraged to understand the purpose and use of outdoor spaces as they document and examine them. At Brighton Museum and Pavilion, students explore the history of the city and how cultures have changed over time, affecting the architectural (built) and social environments we experience today.</p> <p>In Surrealism, students begin to understand the significance of WW1 and rapid scientific developments on the visual arts in Europe. They study and respond to ways of producing art from the subconscious mind and can partially explain the cultural developments associated with Surrealism, as well as discussing art as a political response to wider events. Students’ own contemporary responses are encouraged to fully explore their own personal reactions and responses to the world around them, questioning or clarifying spiritual and moral as they construct engaging scenarios and artefacts.</p>
		Year 11	<p>In People and Places, students explore the changing role of the portrait in society, supported by a visit to the Tate Britain and in particular their permanent collection, which puts their understanding of portraiture into context. Students select their own meaningful and direction of study in response to a series of experiments and stimuli. In the Exam unit, students similarly respond to a brief but are expected to, and given opportunities to, explore and respond to contextual information.</p> <p>The Tate permanent collection gives students a strong understanding of their cultural heritage and how this relates to the modern day. The history of portraiture also encourages students to examine different classes of people from different socio-economic groups. The theme itself also encourages students to consider their personal identity.</p>
		Years 12 and 13	<p>In Years 12 and 13, students are expected to analyse the context of the work of artists and photographers more deeply, comparing and contrasting the wider purpose of the work and the time and place in which it was produced. Students are expected to make explicit links to their own practice as an artist. From year 10-13 the development of the individual is key – with students self-selecting lines of enquiry- in turn supported through one to one tutorials.</p> <p>Students are offered opportunities to participate in the wider cultural life of Greater London, such as exhibitions, lectures, and competitions to build upon their understanding and begin to develop their own identity as an artist. Personal themes, subject matter and concepts for each stage of the course are largely determined by the student’s own research and experiments, which offers a broad range of potential responses and sometimes highly affecting, personal themes. Students use critiques and strong working relationships to support their own intentions and broaden their social and cultural understanding, especially in terms of how their artwork is perceived and understood. By exhibiting</p>

			work at the end of each year, students use artwork begin to understand the process of communicating their intentions within their community and in wider society as an active cultural innovator.
Design Technology (Design and IT)	<i>Reflect on ingenious inventions and products, the diversity of materials and ways in which design technology can improve the quality of life. Recognise their own creativity and the creativity of others in finding solutions to problems. Discuss the moral dilemmas created by technological advances. Take the opportunity to work as a team to design and create. Discuss how IT magnifies the results of our actions and our increased responsibility as a consequence of this – internet safety, responsible use of social networking. Understand how IT connects people but also highlights the difference between the developed and developing nations.</i>	Year 7	<i>Design and Technology:</i> students complete four design and make projects using the design process. Food students learn about the Eatwell plate & dietary needs for individuals and groups. Consider food allergies and in tolerances and learn key points for food labelling. In Textiles students design and make a Puggly considering sustainable design & upcycling of fabric and components. In Graphic and Product Design students design and create invitations using Photoshop exploring new materials and thinking about their ecological sustainability. <i>IT:</i> Students explore the reasons behind the school guidelines on computer use, including what it means to be a responsible user of ICT. Students are taught about how to protect themselves with all aspects of their digital footprint including sensible (and safe) creation of password and user names. Students begin to explore different internet sites, comparing search engines and the issue of authenticity.
		Year 8	<i>Design and Technology:</i> students complete four design and make projects using the design process. In Year 8, students work individually and in pairs to create a variety of healthy snacks applying nutritional knowledge and the Eatwell plate. Nutritional analysis aids planning of healthier options. Food practical work challenges students with time management skills. In Graphics, students create in branding using 2D design to a wide range of individual contexts, exploring some of the issues around these contexts. In Textiles, students design and make bags inspired by Pop Art, exploring some of the cultural issues around this art genre. <i>IT:</i> Students explore in more depth the validity and authenticity of the data they can find on the Internet and are taught about the different applications. In this students actively discuss the advantages and disadvantages of social media and the potential for abuse. Moreover, the issues of ‘small print’, ‘t’s and c’s’ and usage agreements are introduced.
		Year 9	<i>Design and Technology:</i> students complete four design and make projects using the design process. In Graphics, students reflect on inspiration from ethical designers. In Food, students investigate the dietary needs of different groups of people and festivals across the world. In Textiles and Graphics, students think carefully about different processes of design between developed and developing nations in creating garments and jewellery. <i>IT:</i> Students explore in more detail about the legalities of information created and posted on the Internet by looking at examples of prosecution.
		Years 10 and 11	<i>Design and Technology:</i> students studying GCSE Food learn about sustainability, food miles and environmental issues in growing and transporting food. They also consider seasonality of food products and Fair Trade. Modern and smart ingredients are discussed, eg functional ingredients like probiotics and their place in food. In GCSE Textiles, students consider the ethical production of fibres and yarns. They reflect on the environmental issues regarding dyes, growing cotton, the use of child

			<p>labour and differing manufacturing conditions across the world and the consequences of cheap fashion on land fill.</p> <p><i>IT:</i> As part of the exam syllabus, students compare software solutions for different activities, and this analysis includes elements of safety and risk. Students also consider the impact that computers have had on society from an individual, local, national and global perspective.</p>
		Years 12 and 13	<p><i>Design and Technology:</i> A Level Textiles students create garments for individual, bespoke clients. They use the design process and consider current trends from designers, high street as well as selecting from history of fashion. In theory lessons, the environmental impact of fibre and fabric production is considered along with the global issues of child labour, consequences of sub contracts and the world desire for cheap fashion at any cost. New fibres, fabrics and finishes are investigated, for example Kevlar and Nomex.</p> <p>All DT areas build student confidence and resilience with different materials. Students are taught how to use tools and equipment safely and work together to maintain a safe environment in the classroom. Products are tested and evaluated with feedback from clients to suggest improvements.</p> <p><i>IT:</i> Students discuss the function and safety surrounding biometric information used for finger print and retina recognition. Moreover, ICT in the home is revisited, looking in depth at how this has impacted lifestyle and social interaction.</p>
Drama	<i>Explore and become engaged in a creative process which reflects their thoughts, feelings and beliefs. Explore moral dilemmas and personal life choices through theme-based role play and discussion. Create a safe forum through which opinions and feelings can be voiced. Experience how to collaborate with others and learn how Drama reflects the social context in which it is written. Develop responsibility and team work skills by participating in extra-curricular opportunities.</i>	Year 7	Students study <i>Charlie & The Chocolate Factory</i> , exploring contrasts of social class and dreams and hopes from Charlie's point of view. They also study <i>The Lion, Witch and The Wardrobe</i> , looking at dreams and the make believe world through role play. Finally, students study <i>The Victorians</i> , exploring life in the Victorian period and contrasting it to today's society. Status is practical explored and discussed, linking to British Values and Hierarchy.
		Year 8	Students study <i>The Boy in The Striped Pyjamas</i> , exploring life as a Jew during WWII, discussing issues such as loss, family and friendship and power. Students also study the History of Theatre, including Greek Theatre and Italy's Commedia del'Arte, exploring social changes across the globe through time and understanding how History has developed.
		Year 9	Students practically explore the stimulus of <i>Gangs</i> , relating it to current issues and articles within the media. The play <i>Teechers</i> by John Godber, discusses dilemmas within teenagers and school life. Students are able to provide links between their school life at Rosebery and the superficial life of the characters. Political Theatre is later explored, looking at the practitioner, Bertolt Brecht. This explores current affairs and links with the theme of British Values and democracy.
		Year 10	Students explore the turning point of characters in life situations in the play <i>The Crucible</i> , assessing the moral dilemmas the characters face. Moreover, students study <i>Flight Path</i> , discussing the possible causes of disenfranchisement. The play <i>Too Much Punch For Judy</i> by Mark Wheeler, helps to explore issues of drunk driving and links to themes explored within PSHCE and Citizenship.

		Year 11	Students explore the role of women in society through studying the theme of 'Breaking the Barriers'. History is explored within the play 'The Woman in Black', paying particular attention to social struggles with patriarchy and having children out of wedlock.
		Year 12	Students study the play, Doll's House, looking at issues around social class, wealth and gender. For their second text, students explore Metamorphosis, discussing mental health, familial and social issues.
		Year 13	Students explore through research and spontaneous improvisation the current issue of refugees. They complete character profiles and work as a team to devise a performance, based on the stimulus provided. Later on in the year, students explore power struggles for their Woyzeck exam, especially looking at the notion of social experiments. Shakespeare's original performance conditions are contrasted to personal opinions of a modern adaptation.
English	<i>Develop confidence and expertise in language, which is an important aspect of individual and social identity. Use works of writers from other cultures and how cultures are represented in literature and compare these with the students' own experiences. Understand and engage with the feelings and values embodied in high quality poetry, fiction, drama, film and television. Understand how language changes over time, the influences on spoken, and written language and social attitudes to the use of language. Collaborate to produce pieces of creative work and can learn how to work together successfully.</i>	Year 7	Students study <i>The Boy in the Striped Pyjamas</i> , engaging and empathising with the complex subject matter of a WW2 concentration camp. During the unit the discussion topics and assessments promote a mature exploration of issues including individual liberty and mutual respect. During their Travel Writing unit in the summer term, students incorporate an understanding of a diverse range of cultural experience in order to accurately match their products to specific audiences.
		Year 8	In the poetry unit, students are exposed to a range of texts from other cultures, promoting understanding, tolerance and a celebration of diversity. Through the exploration of poetry from different voices and cultural influences, they develop a greater understanding and appreciation of the viewpoints of others. The Y8 novel further develops this consideration of the lives of others, with a focus on moral choices and an evaluation of how the reader is positioned to respond to these choices.
		Year 9	Students study the novel <i>Stonecold</i> , which deals with the experience of being a homeless teenager and the range of attitudes to these individuals in society. Students are therefore engaged in exploring some of the key social issues of life in Britain, including the interplay between legal and moral obligations. In their War Poetry unit, they evaluate the success of a recruitment poem with consideration to both their own modern context and the contemporary one, with an opportunity to reflect on their own beliefs and those of others in different historical and social contexts.
		Year 10	Students express their opinions in a range of formal and informal contexts, giving their views on specific texts and debates. They are required to plan their responses carefully and engage in discursive communication, both verbally and in writing, framing their arguments convincingly and considering alternative points of view. Their Literature studies offer numerous opportunities to reflect on universal moral debates, with novels such as 'Jekyll and Hyde' posing questions about the nature of humanity and 'A Christmas Carol' considering our obligations as members of a community.
		Year 11	Students study the play <i>An Inspector Calls</i> and, in this, explore the author's political stance in relation to contextual details and their own experiences. This highly political treatise on the subject of community responsibility engages students in questions of individual liberty, relative to the historical context of the play's production, setting and reception. The poetry unit offers students the opportunity to reflect on Relationships of all kinds, promoting reflection on social concerns and the diversity of human experience.

		Year 12	In the first year of A level, texts such as <i>Jane Eyre</i> and <i>Doctor Faustus</i> enable students to tackle issues such as morality, sexuality, gender and humanism. Through a structured analysis of the choices writers make, students consider how meanings are made through an exchange which relies on a complex interplay between the historical and cultural context of both writer and reader.
		Year 13	In the LT4 drama exam, students study Hamlet and <i>The Revenger's Tragedy</i> , exploring concepts such as family, mental health and mortality. In the LL4 exam, students evaluate how language controls thought and how thought controls language, promoting an understanding both of the self and the wider world.
Geography	<i>Investigate the differences in development in different countries and their effect on the quality of life of different groups of people. Investigate the disparity in the distribution of the earth's resources. Become inspired by learning about dramatic environmental events which change the world forever. Develop an understanding of environmental issues and the moral dilemmas that these have created. Study the way in which local environment reflects the culture of its inhabitants.</i>	Year 7	Students appreciate the cultural diversity of the UK as part of their Exploring England module. Students consider their own families, exploring the diversity within our own school environment. Students understand the causes and effects of Flooding on different groups of people and how flood risk can be managed through the case study of River Severn. Students develop a better understanding of how fortunate we are in the UK to have access to a ready supply of fresh water in our topic Too Little water. They identify the problems experienced by millions of people who do not have this basic human but instead suffer from the effects of drought or contaminated water. They can contribute to a charitable organisation Water Aid and show a willingness to help others. Through the study of Settlement and Urbanisation students learn about how and why cities grow. They can investigate the benefits to people of living as part of a community. They will also learn about the challenges of governance of cities in parts of the world where the pace of change has been particularly rapid.
		Year 8	Students compare the impact of Volcanic eruptions on people and places in different part of the world in their study of Restless Earth. They empathise with people who live in the danger zones and know how they can play a role to help them. Students understand the challenges of coastal management at a variety of scales, eg. Swanage in Dorset, and how the threat of Global Warming may affect future planning strategies at regional, national and international scales. Students are able to develop a respect for the natural world as global citizens as they explore the value of natural resources such as food, water and energy and are able to understand the consequences of the unequal distribution of these resources at a global scale. Through the study of Population and Development students investigate the causes of inequality in quality of life and standard of living for people in different parts of the world. They learn about the interdependence of countries and the role as well as the responsibility of More developed countries in helping to bridge the 'Development Gap' They develop a deeper understanding of the plight of refugees and how the international community and our own UK government respond to such crises.
		Year 9	Students understand the interdependence of countries through the study of the Global Fashion Industry. They recognise the costs and benefits of the industry for different groups of people in the Chain of Production, appreciating their role as consumers in helping to make fashion more sustainable.

			Students understand the dynamic nature of Weather and Climate and how events such as Hurricane Sandy remind us of the power of nature and how it can change people and places. They learn about the resilience of people in the face of adversity and the importance of community support in times of need.
		Year 10	<p>Students appreciate the wonder of the Earth's rich biodiversity through the study of Ecosystems such as the Tropical Rainforest. They recognise the importance of TRF to Less Economically Developed Economies such as The Solomon Islands and to empathise with people who live there. Students understand how human activity threatens this fragile environment and how local, national and international groups can work together to conserve these environments.</p> <p>Students understand how river flooding and coastal erosion can affect different groups of people and change places. They recognise the challenges of rivers and coastal management at a variety of scales, e.g. a regional flood on the River Severn and the management of the Holderness coast in Yorkshire, appreciating how and why the threat of Global Warming may influence the strategies used to manage flooding and erosion in the future.</p>
		Year 11	<p>Students understand how and why the Quality of Life and Standard of Living of people varies from place to place at a variety of scales such as Newcastle-Under-Lyme (local scale) and between LEDCs/MEDCs. Understand the role of globalisation and TNCs, eg Apple, in creating an interdependent world. They know that this brings benefits as well as problems such as the dilution of culture.</p> <p>Students understand that there are great disparities of wealth both between and within countries at different levels of development and consider why these differences persist and recognise the moral responsibility to help others and the role of trade and aid in helping to 'bridge' the Development Gap.</p>
		Year 12	<p>Students understand the opportunities and challenges of different population structures such as an Ageing population in the UK. Compare this with a Youthful population, such as Uganda. They evaluate different approaches to population change and consider the ethical and moral issues which arise as a result.</p> <p>Students understand the global patterns of morbidity and mortality and why Life Expectancy rates vary and can empathise with those living with ill-health and know how they can take responsibility for their own wellbeing.</p> <p>Students know the social, economic and environmental impact of pandemics such as HIV/AIDS on countries at different levels of economic development.</p> <p>Students understand how people try to manage changes in river and coastal environments which result from Physical and Human Processes. Empathise with people affected by flood events and the consequences of coastal erosion. They know and understand that people have different opinions on how these issues can be managed which can lead to conflict but, if managed effectively, can lead to the creation of more sustainable solutions.</p>
		Year 13	Students understand how and why the Quality of Life and Standard of Living of people varies from place to place at a variety of scales and between LEDCs/MEDCs, such as Mumbai and London. They

			<p>understand and value differences in how people in a variety of urban areas live, e.g. Sao Paulo and Lagos.</p> <p>Students know the opportunities and challenges of living in an urban environment and how authorities attempt to manage change through urban planning. They appreciate how this affects people both negatively and positively and understand their role in creating Sustainable Communities.</p>
History	<i>Develop an understanding of the motivation, beliefs and principles of individuals, groups or movement. Investigate the consequences of actions and decisions made and explore and debate different interpretations of the past, recognising how they reflect different viewpoints and value systems. Explore different political systems and the causes of social and political change. Investigate the moral justification for actions and events in the past. Develop an understanding of the heritage of other societies.</i>	Year 7	Students investigate the impact of the Norman invasion of England in 1066. Students use sources to consider how the past has been interpreted by different individuals, such as King John, and assess whether he was a good or bad king. Students look at examples of intolerance in Medieval England and see the History of anti-Semitism and debate the consequences of these events. Students also examine how the roles of women have changed over the medieval period.
		Year 8	Students investigate the motives of Henry VIII in breaking from Rome and changing the religion of England. They then consider the impact of these religious changes, but in the short and longer term. Students look at the Slave Trade for a half term and assess the motivations behind the traders and the impact on the individuals involved. They look at how this event was justified at the time and whether it was right of those involved to condone it. A small part of the Tudor course looks at the deserving and undeserving poor and the reasons for Elizabeth's treatment of these individuals.
		Year 9	Students consider how the British Empire has been interpreted by historians and also individuals affected by life in the Empire. Students study the Industrial Revolution and look at the developments that happened across the world and the impact of these. This also helps students to understand the changes that their country has undergone and consider their heritage more fully. Students analyse a range of sources to uncover the experiences of soldiers in WWI and debate the consequences of various battles and developments in the two World Wars. Students spend a period of time analysing the Holocaust, looking at the lives of Jewish groups before WWII and the motivations of the Nazis in conducting these atrocities.
		Year 10	Students investigate the different political system of capitalism and communism through their study of the USA 1919-1941 and the Cold War. Students also discuss the dropping of the atomic bombs on Hiroshima and Nagasaki and consider if these were justified attacks.
		Year 11	Students study the Civil Rights movement and other protest movements in the USA and debate the effectiveness of peaceful versus violent protest. Students consider the impact of the Liberal Reforms and the Suffragettes in the early part of the 20 th Century. They investigate the causes of social and political change, as well as the impacts of this.
		Year 12	Students look at the Tudors and Stuarts and the causes of the rebellions and challenges to their reigns. They conduct a research and coursework writing task which looks at the way the past has been viewed by historians and they use the interpretations to formulate their own views about the past. Students also look at contemporary source material and reflect on the actions of individuals in the past and their motivations for their actions. Students study Germany 1900-1945 and look at Germany's role in WWI and the extent to which Germany was responsible for the outbreak of this war. They then chart the rise of Hitler and examine how far he was a popular and efficient dictator, using evidence both from

			the time and from historians to substantiate their judgements. Students also look at life in Russia between 1881-1991 and the changing nature of politics and social history.
		Year 13	Students look at the Tudors and Stuarts and the causes of the rebellions and challenges to their reigns. They conduct a research and coursework writing task which looks at the way the past has been viewed by historians and they use the interpretations to formulate their own views about the past. Students also look at contemporary source material and reflect on the actions of individuals in the past and their motivations for their actions. Students study Germany 1900-1945 and look at Germany's role in WWI and the extent to which Germany was responsible for the outbreak of this war. They then chart the rise of Hitler and examine how far he was a popular and efficient dictator, using evidence both from the time and from historians to substantiate their judgements. Students also look at life in Russia between 1881-1991 and the changing nature of politics and social history
Maths	<i>Appreciate the beauty and perfection of maths. Understand how statistics can be used as a tool to understand the world, and how statistics can be manipulated and creatively presented to obscure the truth. Recognise the contribution of different civilisations to our knowledge and to value the work of individual mathematicians from different cultures.</i>	KS 3	<p>Number: financial situations are modelled for students through fractions decimals and percentages; the four operations. Units of measure are explored including their application and conversions. Students apply the properties of negative numbers to temperatures and personal finance. Estimation is taught with emphasis being put on real life situations.</p> <p>Algebra: students find unknowns in applied problem solving, with teachers providing the context to linear graphs e.g. mobile phone tariffs</p> <p>Ratio and Proportion: students understand scale factors and apply them to modelling. Students apply ratio and proportion to best buys and real life modelling. Compound measures are applied to everyday situations as students find out how long a journey will take.</p> <p>Geometry and Measures: translations and bearings are applied to making journeys. Students apply volume and area to packaging or planning buildings. Students understand the history of Pi through a Year 7 celebration of Pi Day. Students consider the development of pattern in different cultures through the work on tessellations or the use of religious symbols for symmetry.</p> <p>Probability: students will use probability to judge the likeliness of everyday events and world events.</p> <p>Statistics: students are taught the significance of graphical representation and how statistics can be manipulated. Students learn to interpret pie charts, bar charts and scatter graphs for general trends for data they have collected themselves.</p> <p>Throughout the KS3 curriculum concepts will be taught together so there is mathematical fluency and modelling to real world situations throughout.</p>
		KS 4	For all areas the students will extend upon their previous problem solving and look at inverse functions. *note: the topics in italics are for the higher specification

			<p>Number: students understand measures of accuracy when calculating real life problems and understand the assumptions made. Students <i>use upper and lower bounds to give greater accuracy in calculating real life problems</i>. Students understand the use of standard form for very large and small numbers, for example space and planets.</p> <p>Algebra: students <i>calculate and estimate gradients of graphs and areas under graphs and interpret the graphs to solve kinematic problems. Understand the exponential graphs and what they model in real life</i>. Students interpret graphs for real life situations and use simultaneous equations to find unknowns in real world problems.</p> <p>Ratio and Proportion: Students <i>interpret the gradient of a graph as a rate of change</i>. Set up and solve growth and decay problems. Students use ratio and proportion for currency conversions.</p> <p>Geometry and Measures: Students explore the history of Pythagoras' theorem and so understand the properties of shapes and apply them to real world problems for example tiling a floor. Students construct and interpret plans and elevations and apply this to designing a building.</p> <p>Probability: students use probability to calculate risks of real life events.</p> <p>Statistics: students can interpret continuous data diagrams with data they have collected themselves. Throughout the KS4 curriculum concepts will be taught together so there is mathematical fluency and modelling to real world situations throughout.</p>
		KS 5	Students learn about the historical influences on the complex mathematics they have learnt. In Statistics and Mechanics all questions and examples are modelled on real world situations.
Modern Foreign Languages	<i>Recognise the conceptual differences in structure and the use of language and how this may affect the expression of thought and feeling. Develop an understanding of diverse cultures and how others celebrate important occasions. Experience life in other cultures through exchange programmes. Develop social skills through group activities and communication exercises.</i>	Year 7	Students understand what it is like to live in another country and appreciate other cultures, traditions and values. They study the work of Henri Rousseau and are able to describe and give opinions on his work as well as creating their own art work in his style. Students study a poem by Jacques Prévert and are encouraged to analyse the form and style of his work. They then write a poem in French of their own.
		Year 8	Students discuss their town and local area and how it compares to regions in France and Spain. They study TV and film and do a project on a French film "Tintin - Le secret de la licorne". Students investigate different food and eating habits in different countries. They are then encouraged to think about the impact of these habits and how eating habits shape social and other cultures and customs. They discuss fashion and style and how people can be labelled according to their fashion preferences.
		Year 9	Students study the theme of healthy living further by investigating different ways of keeping fit. Students watch and study a French film - Les Choristes. They complete several different projects associated with this film and explore life in a French boarding school in the 1930s. Students take part in the Year 9 transition project in conjunction with local primary schools where they support younger students who are learning languages by preparing and delivering lessons in French and German. This encourages them to see things from a different perspective and cope with the challenges of communicating effectively in unfamiliar situations

		Year 10	Students discuss the impact of unhealthy lifestyles, including the consequences of smoking, drug-taking and unhealthy diets. Students learn about the Spanish tradition of Day of the Dead and compare this to traditions in other countries. Students are given the opportunity to take part in the French trip to Rouen/Spanish trip to Salamanca where they stay in host families and attend a local language school. They gain in independence, confidence and learn to appreciate foreign culture and traditions first hand.
		Year 11	Students study poverty, racism, the environment and social issues across the world and the impact this has on individuals and society.
		Year 12	Students discuss a range of topical issues in the target language including the following topics: family and relationships; friendship and conflict resolution; healthy life styles and self-image and peer pressure. Students, through exploring these topics, learn how to make and respond to controversial statements about these issues and how to write a balanced argument on the topics mentioned above.
		Year 13	Students discuss a range of topical issues in the target language including the following topics: the environment; integration, immigration and racism; wealth and poverty; crime and punishment and health. Students through exploring these issues learn how to debate and defend their point of view whilst being sensitive to others' beliefs and opinions.
Music	<p><i>Develop their own creativity and to work collaboratively to produce music.</i></p> <p><i>Explore a range of emotions throughout music.</i></p> <p><i>Develop an understanding of the way in which music can be used to express thoughts and feelings and how there is also much debate about different genres.</i></p> <p><i>Investigate the music of other cultures and compare the way that different societies use music to bring people together.</i></p> <p><i>Understand how music reflects beliefs of others develop a respect for diversity in music.</i></p> <p><i>Understand British musical heritage, through study of classical, folk and popular music.</i></p>	Year 7	Solo performing to the class. Introduction to the instruments of the orchestra. Learning to read music in a variety of ways, e.g. traditional notation/graphic score. Indonesian Gamelan Music. Composing Music in groups and individually, and performing to the class/watching performances.
		Year 8	Major and Minor – how can major or minor be used to reflect different moods? The Beatles – what was their contribution to Britain and popular music? Classical Music – heritage and background, influences on culture and music today. Variations – How to compose Music to represent a character, mood or emotion.
		Year 9	Operas and Musicals – socio-historical contexts, including West Side Story. Composing songs in groups – lyrics with theme of friendship. Programme Music – How to compose Music to represent an image, picture or poem. Blues – How the style was influenced by a merging of African and American Music, including roots in spirituals and slavery. How does the blues reflect the cultural issues in America, e.g. racism? Baroque music.
		Year 10	World Music, including British folk music, Indian and African Music. Western Classical Music, including that composed for religious purposes, and to convey different emotions. Expressionist Music – depth of emotion and expression. Popular Music, including Blues, Popular Music, and Dance Music, learning about historical context.

	<p><i>Learn to be a performer and audience member, showing respect for others when performing.</i></p> <p><i>Work collaboratively when performing and create a sense of community.</i></p> <p><i>Have opportunities to perform in the community, e.g. Carol Singing in the town centre, Christmas concert.</i></p>		<p>Expressing oneself through composition.</p> <p>Working collaboratively to compose and perform.</p>
		Year 11	<p>World Music, including British folk music, Indian and African Music.</p> <p>Western Classical Music, including that composed for religious purposes, and to convey different emotions.</p> <p>Expressionist Music – depth of emotion and expression.</p> <p>Popular Music, including Blues, Popular Music, and Dance Music, learning about historical context.</p> <p>Expressing oneself through composition.</p> <p>Working collaboratively to compose and perform.</p>
		Years 12 and 13	<p>Opportunities to be Music prefect, working with students in younger years, conducting Junior Band, promoting musical activities.</p> <p>As per year 10, but with more in depth study into placing music within its historical context, understanding why Music, Art, Theatre, advanced in the ways they did.</p> <p>As per year 12, but more in depth study into continuity and change in Music over time. What were the factors that influenced the development of Music, in relation to science, e.g. musical acoustics, religion, historical context?</p>
Physical Education	<p><i>Gain a sense of achievement and personal well-being. Develop self-discipline, honesty and integrity through competition. Develop a sense of personal commitment and loyalty to the group and the school. Develop teamwork, sportsmanship and social skills. Discuss how sport can confirm and transcend social division and how it both unites and divides society. Develop leadership skills and learn how to bring the best out of others.</i></p>	Years 7-9	<p>Students study team games and in doing so develop skills in collaboration and leadership. In Aesthetic activities, students develop their social and communication skills. In athletics, students are encouraged to realise their personal best and in health and skills related fitness, students develop their understanding of personal commitment.</p> <p>During extra-curricular activities students are encouraged to lead sessions and develop methods of motivating others to succeed. They use democracy to choose team captains.</p>
		Years 10 - 13	<p>In GCSE PE, students strive to do their best, developing their social skills as they do so, as they explore contemporary sporting issues. Through this students develop self-discipline, commitment and resilience.</p> <p>In Year 11, students have the opportunity to achieve Level 1 Award in Sports Leadership and in Year 12 Level 2, which promotes the values of leadership, effective communication and personal commitment.</p>
Religious Studies	<p><i>Reflect on their own beliefs and values. Explore the links between belief and morality and where ideas of right and</i></p>	Years 7 - 9	<p>Students are given various opportunities to discuss their beliefs and are encouraged to consider the impact of belief on a person. The first lesson in year 7, encourages students to debate the reason we study Religious Studies and how it has an impact on us and the world that we live in. The students focus in year 8, for example, on the problems for UK Muslims living in Britain and are encouraged to</p>

	<p><i>wrong originate. Explore questions of the meaning of life, such as the nature of creation and life after death. Explore the diversity of religious teaching on social issues and explore the influences of religion on question of identity and conflict. Develop respect for the right of others to hold beliefs different from their own. Understand others' traditions and celebrations.</i></p>	<p>develop solutions. Students often begin lessons with a question of belief or may be asked to share an experience that they have had and are encouraged to discuss the impact that it has had on them. In year 9, we study a whole topic on ethics and discuss different ideas about what is right and wrong, as well as where we get these ideas from. Students are asked to consider their own experiences, as well as what the law says and are apply their knowledge to examine the ethical issue of euthanasia. Here, students should be able to express different arguments for and against euthanasia, the influences of where these arguments come from, as well as a religious view and finally their view. They are taught that euthanasia is currently illegal in the UK and are challenged to consider why some people agree/disagree with this. Within this topic, students are also asked to consider the consequences of behaviour and action on themselves and others. Students come from a range of social and religious backgrounds and are encouraged to share their experiences in order to help others understand the context of how they fit in with life. Furthermore, they are encouraged to investigate problems for religions living in Britain, as well as their impact and solutions. Students are reminded and discuss British values (where relevant) and are encouraged to be tolerant and accepting of all different faiths and beliefs. At the beginning of each topic, we discuss the relevance of the topic to them and British society so that students understand the value of it. Finally, they are encouraged to do the right thing and to be moral, well rounded human beings and we try where possible to link this to current affairs.</p> <p>Examples of topics studied: Year 7: How relevant is the Bible to Christians today and what does it mean to be a Christian? Year 8: What are the problems facing people with differing religious beliefs living in Britain? Year 9: How do people distinguish between right and wrong?</p>
	<p>Years 10 - 11</p>	<p>In the RS course, all topics embrace SMSC and British Values. In particular, through the exam Section E, students are specifically asked to demonstrate their understanding of different ethical view points as well as developing and justifying their own views. Students are encouraged at all times to be reflective about their own beliefs, religious or otherwise, and consider how these inform their perspective on life to demonstrate empathy and respect for other people's views as well as investigating the reasons for their views. Students that take GCSE RS come from a range of social and religious backgrounds and participate in investigating Christian views on ethical and philosophical issues such as the question of the existence of God in the light of evil and suffering. They also investigate ethical issues such as medical ethics (including abortion and euthanasia) where students are encouraged to consider arguments for and against these issue's, their view, Christian views including denominational and are challenged to consider the influences of these. They are reminded of the law on these ethical issues and have to apply these where relevant.</p> <p>Example of topics studied: Good and evil- Year 11 Arguments for the existence of God – Year 11</p>

			<p>Medical ethics- Year 10 Poverty and wealth- Year 10</p>
		Years 12-13	<p>Students explore a range of philosophical and ethical issues, for example focusing the validity for ontological argument for the existence of God, whether there is life after death and if a religious experience proves the existence of God. Throughout the course they are encouraged to be reflective about their own beliefs, religious or otherwise, and consider how these inform their perspective on life to demonstrate empathy and respect for other people's views as well as investigating the reasons for their views</p> <p>In terms of ethical issues, students are encouraged to share their views and consider what impact their social status/ religious and cultural beliefs has on their views. They are mostly encouraged to study ethical theories, such as utilitarianism and emotivism and to evaluate the extent to which they are credible theories. Students are also encouraged to evaluate philosophical contributions to these topics. Where possible, students are encouraged to consider current affairs and British values and apply these in their conversations and reflections.</p> <p>Examples of topics studied: The problem of evil and suffering Arguments for the existence of God Utilitarianism Natural law</p>
Science	<p><i>Reflect on the wonder of the natural world. Understand the moral dilemmas that can result in scientific developments. Cooperate in practical work. Become aware that scientific developments are the product of many different cultures. Learn the influence and limitations of scientific knowledge in debates about social issues arising from the different ways in which evidence can be interpreted.</i></p>	Year 7	Students learn to develop their practical skills, using outcomes to enable students to make informed decisions evaluating methods of energy conservation and the consequences of renewable and non-renewable energy sources on the environment.
Year 8		Students study the ecological impact of human activity, including the effects of DDT on food webs, chains and pyramids of energy.	
Year 9		Students study the notion of a healthy lifestyle, focussing on the effects of diet and exercise. They raise questions relating the socioeconomic and environmental impact of industrial processes such as open cast mining and making concrete. They evaluate the effectiveness and cost effectiveness of energy and power sources, including the effects of specific pollutions on the environment	
Year 10		Students study sensitively the inheritance of genetic diseases and discuss the ethical issues surrounding various methods of foetal testing. They are encouraged to review the evidence for evolution and, in Physics, the evidence for the Big Bang theory marking the beginning of time. This will in some cases lead to quite open debates about the ideas of intelligent design/ creationism vs evolution. Students go onto develop an understanding of and evaluate the use of nuclear fuels and radiation in today's society.	
Year 11		Students learn how radiation is used to treat disease; this also involves relating the negative effects of overexposure to radioactivity. Students then go onto debate the problems which arise from radiation leakage from nuclear reactors after natural disasters such as the Fukushima (the first link between Fukushima and onset of cancer was published in October 2015) nuclear plant in Japan. Students further discuss disease and the ethical implications of stem cell research and genetic engineering on the	

			possible cures for those disease which are at present incurable. Students discuss the nature of 'yield' in chemical reactions and can be controlled to increase the efficiency of industrial reactions.
		Year 12	<p>Students are given opportunities to describe the factors that increase the risk of CVD (genetic, diet, age, gender, high blood pressure, smoking and inactivity). They can explain how the expression of a gene mutation in people with Cystic Fibrosis impairs the functioning of the gaseous exchange, digestive and reproductive organs going onto describe the principles of Gene Therapy and distinguish between Somatic and Germ Line Therapy.</p> <p>Students are encouraged to explain the uses of genetic screening: identification of carriers, preimplantation genetic diagnosis and prenatal testing (Amniocentesis and Chorionic Villi sampling) and discuss the implications of prenatal genetic screening. They identify and discuss the social and ethical issues related to genetic screening from a range of ethical viewpoints. Students go on to explain what is meant by the terms stem cell, pluripotency and totipotency, and discuss the way society uses scientific knowledge to make decisions about the use of stem cells in medical therapies (eg regulatory authorities relating to human embryo research, ability of stem cells to develop into specialised tissues, potential sources of stem cells, who could benefit from the therapies, procedures to obtain stem cells and their risks).</p> <p>Students discuss the nature of experiments carried out at CERN and can project possible outcomes and advantages to society from the increase in the body of physical understanding of the nature of particles</p>
		Year 13	<p>Students may discuss how the theory of an 'evolutionary race' between pathogens and their hosts is supported by the evasion mechanisms as shown by Human Immunodeficiency Virus (HIV) and Mycobacterium tuberculosis (TB).</p> <p>They describe how an understanding of the contributory causes of hospital acquired infections has led to codes of practice relating to antibiotic prescription and hospital practice relating to infection prevention and control. They analyse and interpret data on possible disadvantages of exercising too much (wear and tear on joints, suppression of the immune system) and exercising too little (increased risk of obesity, coronary heart disease (CHD) and diabetes), recognising correlation and causal relationships and evaluate ethical positions relating to whether the use of performance-enhancing substances by athletes is acceptable.</p> <p>Students consider the methods used to compare the contributions of nature and nurture to brain development, including evidence from the abilities of new-born babies, animal experiments, studies of individuals with damaged brain areas, twin studies and cross-cultural studies. They then learn how imbalances in certain, naturally occurring, brain chemicals can contribute to ill health (e.g. dopamine in Parkinson's disease and serotonin in depression) and to the development of new drugs.</p> <p>Students then discuss how the outcomes of the Human Genome Project are being used in the development of new drugs and the social, moral and ethical issues this raises.</p>
Social Sciences:	<i>Explore and understand the impact of the behaviour of</i>	Years 10/11	In <i>Business Studies</i> students explore the use of child labour in the work place with a particular focus on Nike & Primark. They look at working conditions within Apple factories and discuss 'who is to blame'.

<p><i>individuals on society and how communities are formed and regulate themselves in terms of morality, social norms and the law. Students are encouraged to explore differing moral arguments evaluating their worth and the impact this has on the way different cultures evolve. To this end students explore different perspectives and attitudes and respect the opinions of those who are different to themselves. They consistently explore the inequality that exists between different groups of people and the impact this has on the development of society and are encouraged to understand the moral dilemmas that emerge as a result of economic development.</i></p>		<p>In <i>Sociology</i> students study the following: culture and identity, family diversity including ethnicity and class, social inequality and the role of education in developing cultural norms, exploring issues around crime and deviancy. In every topic covered at GCSE level students are exploring concepts of ethnicity and culture, especially focusing on differences in life chances and opportunities. All students are introduced to the concept of ethnic diversity in the UK, and explore the development of laws and policies which target racial discrimination. The GCSE course focuses on Modern British society drawing on examples and making comparisons to other cultures. Students are encouraged to identify with British values whilst also understanding and accepting diverse cultural values.</p>
	<p>Years 12/13</p>	<p>In <i>Business Studies</i> students investigate the impact of trading on a global scale whilst studying different cultures within Business negotiations.</p> <p>In <i>Psychology</i> students study the British Psychological Society's ethical guidelines for research. They consistently apply these to all studies in order to examine moral issues which underpins research across a variety of areas. Furthermore, students are made aware of the dangers of cultural bias (ethnocentrism) in research and are able to explain and hold discussions which relate to the importance of minimising this bias in all aspects of Psychological research.</p> <p>In <i>Health and Social Care</i> students understand the core value base, through focusing on the anti-discriminatory practice and impact if this fails in a health care setting. In <i>Sociology</i> students explore the role of the media, media influence and effects on the development of morality and/or cultural norms. During <i>Sociology A level</i>, students study sociological concepts that apply globally. They explore the cultural diversity of relationships within the family, opportunity within the education system, and the patterns of crime within society. The majority of the course focuses on Modern British society, especially concerning the development of law and policy, whilst also analysing the impact of globalisation on many other countries.</p> <p>In A level <i>Law</i> students are required to focus on the English Legal System and British Parliamentary process. Students will consider aggravating factors within sentencing in the UK, such as racism and homophobic hate crimes. They will also compare and evaluate the legal principles of other countries. All students are encouraged to accept and value both British laws and the laws of other countries.</p>

Personal, Social and Health Education

To supplement the curriculum all students across the Key Stages receive Personal, Social and Health Education (PSHE), which provides another important opportunity to explore SMSC and British Values. The programme for each Year Group is as follows:

Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Rights and Responsibilities Money management Cyberbullying and bullying Emotional maturity First Aid Healthy Diet and lifestyles Growing up	Friendship and relationships Cyberbullying Personal safety Careers First Aid Fire prevention and home safety Crime and consequence	Options Careers Financial management Citizenship Health and Wellbeing CSE	Stereotyping Racism Poverty Medical ethics Emotional wellbeing and stress Alcohol and drugs Employability Humanitarian Intervention Child Soldier Radicalisation	Careers and applications Work related learning Self-esteem Stress management Personal planning Ethics Young carers FGM Human Rights	Personal Safety Community Project Careers UCAS Health and Fitness	UCAS Student finance U Explore Community Project Health and Fitness

Assemblies

Students attend assemblies each week for their Year Group or House. The Assembly Programme covers SMSC and British Values topics through the course of the year and these include:

- Expectations and aspirations
- Moral values, for example: selflessness, respect, tolerance and thoughtfulness
- Rising to the challenge and perseverance
- Important historical events and themed weeks

Pastoral Care: The Role of the Tutor, Pastoral and Intervention Teams

It is important at Rosebery that all involved in the school community feel respected and cared for. The pastoral care that students receive is a key element within our SMSC provision and promotion of British Values and so ensures that: staff, students, parents and the wider community work together to support each other. At Rosebery the role of the Tutor is fundamental in helping students' SMSC development, as is the wider Pastoral Care and Intervention Teams, which offer high quality, personalised support for students and their families.

Extra-curricular, Activities Week and Trips

Students at Rosebery are encouraged to broaden their academic development through partaking in a range of extra-curricular activities and some of these include:

- Duke of Edinburgh
- Sporting events and trips including a whole school Sports Day
- Visits to different countries – China, America and Europe
- Subject related trips to theatres, museums, galleries, exhibitions, field trips and events
- Creative arts exhibitions, productions and events
- Activities Week
- Enrichment lessons (Years 10 and 11)
- Holocaust Memorial Trip
- The Battlefields

Student Leadership

At Rosebery students are encouraged to develop their understanding of leadership through being given a range of opportunities to play a significant role within shaping the fabric of the school. These opportunities enable students to develop both SMSC and British Values and include:

- Student Voice
- House Officials
- School Prefects
- Junior Leadership Team
- Leadership Award
- Sports Leadership Programme
- Department based student champions and ambassador programmes

Monitoring

Monitoring SMSC and British Values takes place through an extensive quality assurance cycle, which includes: learning walks, book scrutinies, Drop-In Weeks and opportunities for student and parental voice. The school takes appropriate steps to respond to this information, to ensure that purposeful provision is in place which develops SMSC and British Values in students.